

Leadership in an Era of Standards-based Accountability OR: (Special) Education in Wonderland

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“Cheshire Cat,” (Alice began) “...would you please tell me which way I ought to go from here?”

“That depends on where you want to get to,” said the cat.

“I don’t much care where...,” said Alice.

“Then it doesn’t matter which way you go,” said the cat.

- Lewis Carroll, *Alice’s Adventures in Wonderland*

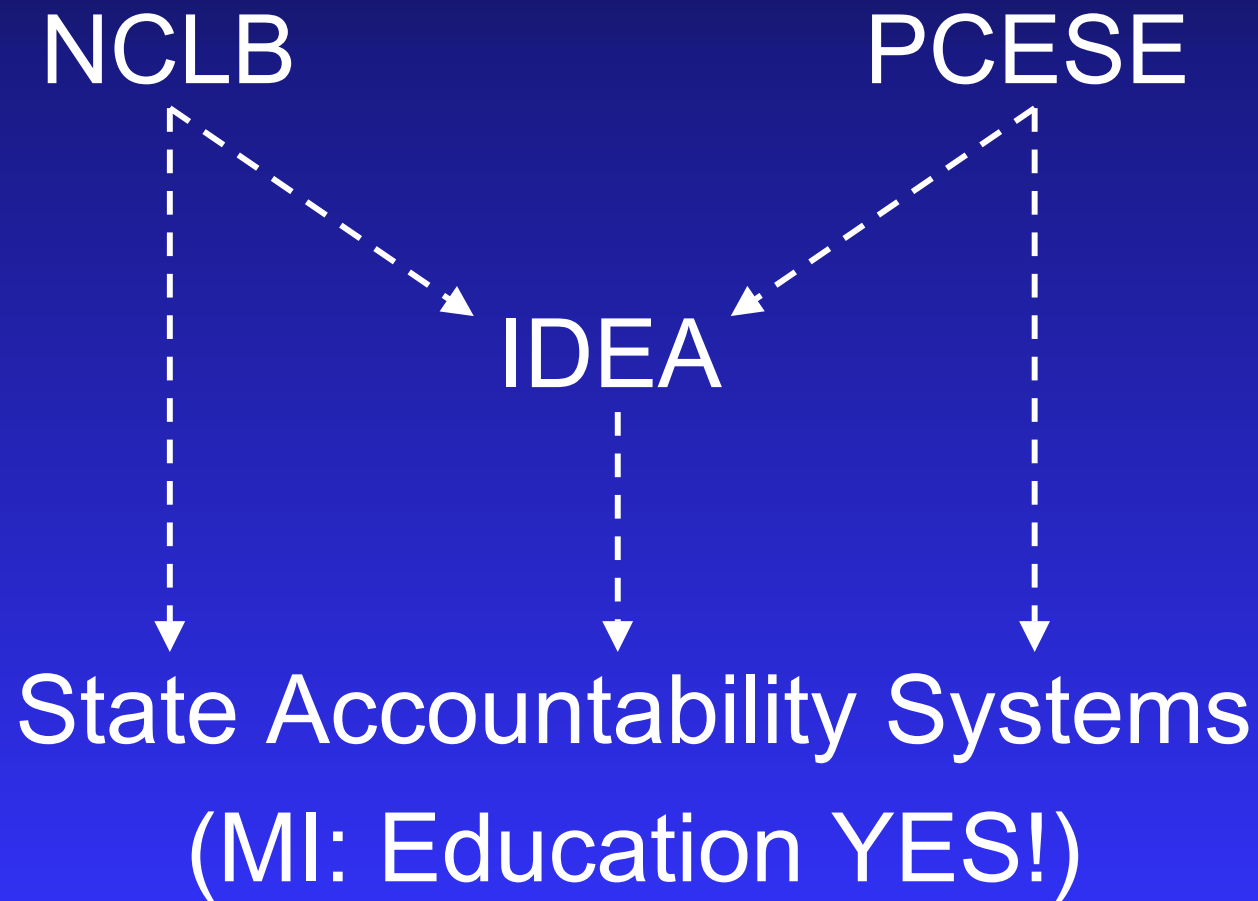
Wondering about...

- In the 70's: FAPE
- In the 90's: curricular frameworks defined by standards for achievement
- In the 21st century: accountability for results for ALL students

“But I’m not used to it!” pleaded poor Alice
in a piteous tone.

– Alice’s Adventures in Wonderland

What creates our current accountability framework?



No Child Left Behind (ESEA)

[www.nochildleftbehind.gov]

- Accountability
- Assessment/participation and performance
- Choice
- Flexibility
- Personnel quality/standards
- Scientifically research-based methods

No Child Left Behind (ESEA)

- Annual assessment grades 3-8
- Standards and competencies for paraprofessionals
- Highly Qualified Teachers
- English Language Proficiency
- Literacy and Early Literacy...training for **all** teachers

Michigan Education Assessment System

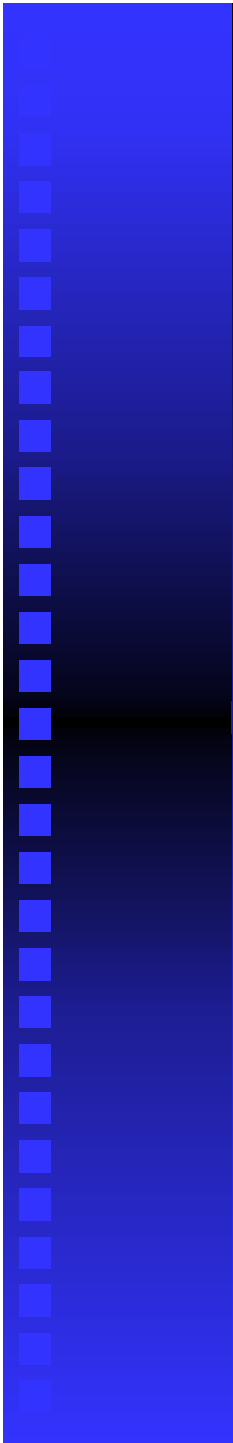
- MEAP
- MEAP with accommodations
- MI-Access
- ELL-Access

State Board of Education Policy:
Michigan Education Assessment System
Adopted October 2001

President's Commission on Excellence in Special Education (PCESE)

[www.ed.gov/inits/commissionsboards/whspecialeducation]

- Accountability
- Assessment and Identification
- Secondary Transition
- Personnel Development
- Focused Monitoring



Federal Results Categories

State Accountability for Students with Disabilities

23rd Annual Report to Congress/IDEA

U.S. Department of Education 2001

- High School Graduation
- Participation and Performance in State Assessment Systems
- Secondary Education and Transition Services
- Outcomes for Students with Problem Behaviors in School
- Results for Children and Families in Early Intervention (B-2)
- Education & Early Intervention Settings (LRE and EIS in the NE)

USDOE Focused Monitoring Draft

- Effective parent involvement/satisfaction data
- Settings data
- Assessment data
- Transitions data
- Exit data

USDOE Focused Monitoring Draft

- Priority Area: goal statement
- Indicator: effective measure of goal
- Benchmark: level of performance expected
- Trigger: level at which USDOE/MDE intervenes

Do you wonder about... Michigan Status?

■ Exit Data ' 99-00

- ◆ Graduation general education = 77%
- ◆ Graduation special education = 42%
- ◆ Ranking = 42/50

(U.S. Department of Education Focused Monitoring Draft)

“That is not said right,” said Caterpillar. “Not quite right, I’m afraid,” said Alice timidly; “some of the words have got altered.”

– Alice’s Adventures in Wonderland

Education Environments/Settings 3-5 year olds 23rd Annual Report to Congress 2001

Early Childhood Programs:

MI: 30% (33/50)

US: 36%

Range: 5% - 89%

(www.ed.gov/index.jsp)

Education Environments/Settings 3-5 year olds 23rd Annual Report to Congress 2001

Early Childhood Special Education Programs:

MI: 30% (25/50)

US: 27%

Range: 2% - 63%

(www.ed.gov/index.jsp)

Education Environments/Settings 3-5 year olds 23rd Annual Report to Congress 2001

Separate Schools:

MI: 16% (50/50)

US: 1.85%

Range: 0% - 16%

(www.ed.gov/index.jsp)

Education Environments/Settings
6-21 year olds
23rd Annual Report to Congress 2001

General Education Settings
Special Education Services
OUTSIDE REGULAR CLASSROOM

<21%

MI: 53%

US: 47%

Range: 27% - 82%

(www.ed.gov/index.jsp)

Education Environments/Settings
6-21 year olds
23rd Annual Report to Congress 2001

General Education Settings
Special Education Services
OUTSIDE REGULAR CLASSROOM

21-60%

MI: 24%

US: 28%

Range: 8% - 59%

(www.ed.gov/index.jsp)

Education Environments/Settings
6-21 year olds
23rd Annual Report to Congress 2001

General Education Settings
Special Education Services
OUTSIDE REGULAR CLASSROOM

>60%

MI: 19%

US: 20%

Range: 1.5% - 34%

(www.ed.gov/index.jsp)

Education Environments/Settings
6-21 year olds
23rd Annual Report to Congress 2001

General Education Settings
Special Education Services
OUTSIDE REGULAR CLASSROOM

Separate School

MI: 4% (45/50)
US: 1.85%
Range: 0% - 8%

(www.ed.gov/index.jsp)

“Give your evidence,” said the King; “and
don’t be nervous, ...”

– King, Alice’s Adventures in Wonderland

You should wonder about...

Data

- So what about our data?
- Are your data accurate?
- Do your data accurately reflect your district?
- When we begin to disaggregate state data and report on individual districts, will our data accurately reflect your status?

Ever wonder...

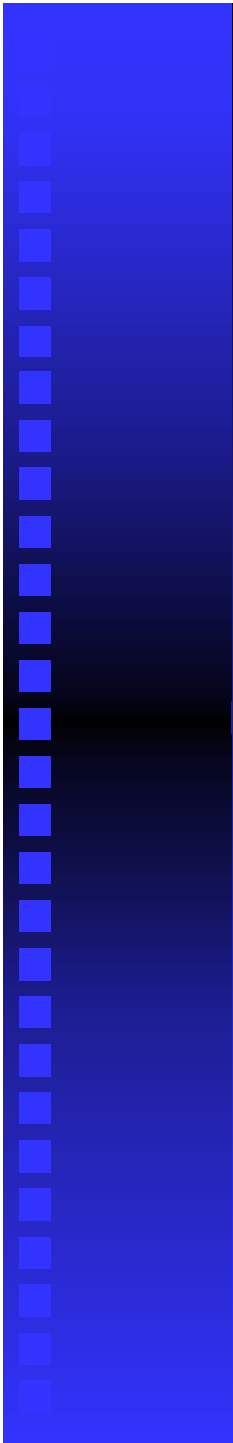
How did this happen?

- Districts report data to ISDs
- ISDs report data to CEPI
- MDE gets data from CEPI
- MDE reports data to USDOE
- USDOE reports to congress...

And we get ranked and labeled!

Continuous Improvement (a wonderful strategy)

- (1) Assess current status against desired outcomes
- (2) Identify effective strategies/be proactive
- (3) Implement and evaluate
- (4) Adjust or change as needed, based on doing (1)



“You’ll get used to it in time,” said the
Caterpillar...

– Alice’s Adventures in Wonderland

Challenges in Wonderland

- We must move:
 - ◆ From deficits to strengths
 - ◆ From labels to individual characteristics
 - ◆ From overprotection to independence
 - ◆ From separateness to inclusiveness
 - ◆ From the IEP to a place in the community

Eight Traits for Leaders

1. High energy and tolerance for stress
2. Self-confidence that yields optimism and gains commitment from others
3. Strong internal locus of control
4. Emotional maturity
5. Personal integrity that demonstrates honesty, trust and is consistent with one's values
6. Socialized power that motivates and benefits others, i.e. "participative coaching"
7. Moderately high achievement orientation – timelines and action for completion
8. Balanced need for affiliation – no favoritism

“Never imagine yourself not to be otherwise than what it might appear to others that what you were or might have been was not otherwise than what you had been would have appeared to them to be otherwise.”

– Duchess, Alice’s Adventures in Wonderland

Focus on Students and Learning!

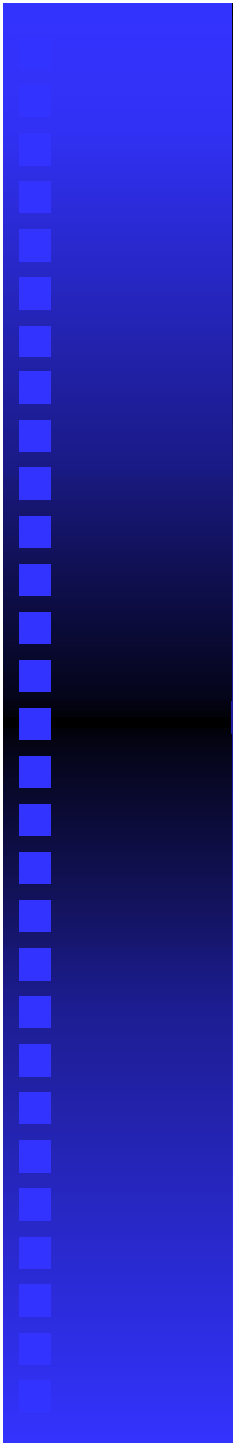
You all: √ contribute to our success as a state and nation
 √ are part of the solution – or the problem – every day

Please: √ heed the data
 √ analyze where you are
 √ get at cause of current status
 √ focus on outcomes
 √ do what is proven to work
 √ apply what you are learning
 √ use your networks
 √ become articulate in moving others ahead



“But what am I to do?” said Alice.

– Alice’s Adventures in Wonderland

- 
- Lead with integrity
 - Keep your focus on children and learning
 - Get the job done!

To Assure the Free Appropriate
Public Education of ALL Children
with Disabilities
Individuals with Disabilities Education Act

Twenty-third Annual Report to Congress
on the Implementation of the
Individuals with Disabilities Education Act
U.S. Department of Education – 2002

www.ed.gov/index.jsp

www.mi.gov/mde

On left side of computer screen:

- ☐ Click on “About MDE”
- ☐ Click on “Programs & Offices”
- ☐ Click on “Special Education & Early Intervention Services”